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ABSTRACT

This bibliography contains annotations of 49 articles on the topic of professional socialization. The articles were identified using the Educational Resources Information Center (ERIC), Sociological Abstracts, Medline, and Cumulative Index of Nursing and Allied Health Literature data bases. A bias exists in the selection process towards items related to nursing and medicine as well as those articles addressing professional socialization during the period of formal education. The citations touch on many topics other than professional socialization, including role conception, autonomy, differentiation between the practice of professional and technical nurses, effects on marriage, and the concept of failure. It is noted that a plethora of instruments have been used in conjunction with these studies of professional socialization and that they include instruments to measure socialization itself as well as instruments that assess narrower or related subject areas such as locus of control, work satisfaction, values, attitudes, role identity, professional and personal development, and learning styles. Where an article is a review article it is noted as such in the annotation. Articles were included because they provide some basic information, an international perspective, or examples of unique approaches, and because they fit into the selected interest area. (ABL)

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Annotated Bibliography of Professional Socialization

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Annotated Bibliography of Professional Socialization

The articles were identified using ERIC, Sociological Abstracts, Medline and Cumulative Index of Nursing and Allied Health Literature data bases as well as those publications identified during the examination and selection process. A bias exists in the selection process towards items related to nursing and medicine as well as those articles addressing professional socialization during the period of formal education. However, the selection does include articles focusing on other professions such as law (33, 39), seminary (21), social work (45), sociology (47), women administrators (25) and teachers (3, 18).

The citations touch on many topics other than professional socialization since it is often linked with other research areas. Conway (1980) in examining professional socialization of nurses noted six recurrent problems/issues: (a) role conception, (b) autonomy, (c) role conflict, (d) role strain, (e) ambiguity, and (f) differentiation between the practice of professional and technical nurses. In addition other issues are found in this annotated list; they include gender (9, 21, 25, 40, & 46), affects on marriage (33) and the concept of failure (38). As might be seen, many of the issues tied to professional socialization reflect an author's desire to study a particular issue such as discrimination or quality of client-practitioner interaction using a different perspective than has been used before.

There is a plethora of instruments that have been used in conjunction with these studies. They include instruments to measure socialization itself as well as instruments that have narrower or related subject areas such as locus of control, work satisfaction, values, attitudes, role identity, level of skills, professional development, personal development, and learning style.

Review articles are not identified in this introduction. Where an article is a review of the literature, it is noted as such in the annotation, however many of the research articles have good reviews of the literature in their introduction. Reasons for including articles were because they provide some basic information (37 & 43), they provide an international perspective (8, 16, 17, 29, 31, & 43), they give examples of unique approaches (36 & 38) and because they fit into the selected interest area.

1. Aguilar-Gaxiola, S., Norris, R. C., & Carter, F. J. (1984, April). The roles of mentors in the lives of graduate students. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. (ERIC Document No. ED244529)

A good discussion of mentoring & the many potential roles for mentors in the lives of students. This study tests the Carter Mentor Scale & further analyzes the data collected in its development.

2. Barnart, S. N., & Cohen, H. A. (1978, April). A conceptual model for evaluating professional schools. Paper presented at the 53rd annual meeting of the Southwestern Sociological Association, Hyatt Regency Hotel, Houston, TX.

A model of professional socialization is proposed which has a four stage process: dependency, resistance, compromise & internalization. Each stage takes place in the cognitive sphere, for learning technical skills; the interactional sphere, for sharing the norms, values & self presentations of the profession; & the personality sphere for integrating the professional identity into old identities & roles. Elaborated are the structural conditions which facilitate the student's passage through the stages in each sphere. As an example of the utility of this model for evaluating professional schools, the ways in which medical school & graduate school in social science disciplines structure the socialization of their students are evaluated.

3. Battersby, D., & Ramsay, P. D. K. (1983). Professional socialization of teachers: Towards improved methodology. New Education, 5(1): 77-86.

Theory & research on the professional socialization of teachers are reviewed, & alternatives for further research are explored. After outlining conceptual & methodological problems, the following factors are suggested for consideration in future research: longitudinal studies, immersion in the subject group, reference groups, multi-instrument approaches, the effects of artifactual influence & terminology, explanatory analysis beyond pure description, & finally, respect for subjects.

4. Becker, H. S., & Geer, B. (1958). The fate of idealism in medical school. American Sociological Review, 23(1): 50-56.

A longitudinal study of students' attitude toward their profession based on participant observation during school & after class. Freshman were characterized by idealism. This was followed by the stages of illusionment during the first & second year, cynicism toward the educational situation & then for the individual patient, & a return of idealism within a framework of realistic alternatives. Discussion centers on concepts of idealism & cynicism as nongeneralized, multidimensional traits.

5. Brogan, D. R. (1982). Professional socialization to a research role: Interest in research among graduate students in nursing. Research in Nursing and Health, 5(3): 113-122.

Examined effect of graduate research methods & statistics course work on attitude towards doing research. Using questionnaires over the six months of course work, there was no significant change in students' interest in doing research in their future nursing careers. There did appear to be a difference of interest based on work experience.

6. Carpenter, P. (1986). The education of professionals. Education and Society, 4(1): 38-51.
   Professional training & its effects on students are discussed, based on a review of literature on professional socialization published during the past thirty years. Current knowledge indicates that students in professional training become aware of facets of themselves acceptable in their professional roles & may be subjected to various cross-pressures arising from competing faculty orientations or from the difficulties of balancing demands of the student role with other foci of their lives. Although females tend to hold more liberal professional attitudes than males prior to training, the official ideology of some professional schools may influence females to become more conservative in career plans & interests. A dearth of research on how professional training affects professional practice after graduation is noted, & suggestions for future research are offered.

7. Cavenar, M. G., Dill, D. P., & Bethune, S. B. (1987, April). Factors influencing job satisfaction and retention among faculty members at schools of nursing offering the Ph.D. degree. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C. (ERIC Document No. ED284498)
   The study used a theoretical framework of professional socialization to suggest factors involved in job satisfaction & retention. Multivariate & causal analysis techniques were used to examine the ways those factors interrelated, related to professional socialization & affected job satisfaction & retention. The study also explored the impact of professional communication on clarity of role & the impact of each of these on job satisfaction & intent to remain. Along with demographic data, the variables of internal & external communication, role conflict, role ambiguity, job satisfaction & retention were measured.

8. Chappell, N. L., & Colwill, N. L. (1981). Medical schools as agents of professional socialization. La Revue Canadienne de Sociologie et d'Anthropologie/ The Canadian Review of Sociology and Anthropology, 18(1): 67-81.
   Longitudinal data on Canadian medical students was used to investigate the relative viability of three competing models of professional socialization for development of career attitudes: the medical school as an agent, the socio-cultural origins of recruits, & situational factors in the work environment. Attitude was measured using four scales derived by E. B. Hutchins: prestige orientation, intellectual orientation, patient

orientation, & pressure orientation. There was some support for the medical school model & the work environment model as agents of socialization.

9. Clark, S. M., & Corcoran, M. (1986). Perspectives on the professional socialization of women faculty: A case of accumulative disadvantage? Journal of Higher Education, 57(1): 20-43.
   A professional socialization model (Corcoran & Clark, 1984) is used to interpret interview material from women faculty. The study focuses on career choice, mentoring, sponsorship & work entry experiences.

10. Cohen, H. A. (1981). The nurses quest for a professional identity. Menlo Park, CA: Addison-Wesley.
   The focus of the book is professional socialization as part of the nurse's formal education. It develops the theory of professional socialization applying it to student development, nursing education & professional identity. A result of an HEW grant for understanding & intervening with attrition in a school of nursing, the appendices include summaries of the grant, tests used & an annotated bibliography.

11. Cohen, B. J., & Jordet, C. P. (1988). Nursing schools: Students' beacon to professionalism? Nursing and Health Care, 9(1): 38-41.
   Uses the Nurses Professional Orientation Scale to measure student & faculty responses from the baccalaureate nursing program at Fairleigh Dickinson University. Results indicated that the further students advanced in the program, the more closely their responses correlated with those of faculty members.

12. Conway, M. E. (1983). Socialization and roles in nursing. Annual Review of Nursing Research, 1: 183-208.
   A review of research dealing with socialization & roles. The author establishes frameworks for understanding professional socialization & the related issues to which it is tied, especially role development. Limitations of studies are well defined & sources of role stress are noted.

13. Coombs, R. H. (1978). Mastering medicine -- Professional socialization in medical school. New York: Free Press.
   A long term study of the socialization process of students in medical school. Interviews of students & faculty were used to gather data on demographics, faculty attitudes & interactions, student attitudes & interactions, & student-faculty relationships. Many socializing mechanisms were identified. The effect of the socialization process on developmental personality changes was discussed.

14. Corcoran, M., & Clark, S. M. (1984). Professional socialization and contemporary career attitudes of three faculty generations. Research in Higher Education, 20(2): 131-153.
   Career socialization experiences & current career attitudes of three faculty generations were compared for two groups of tenured

university faculty members. Interview data & faculty vitae were used to examine patterns of faculty socialization & vitality.

15. Edens, G. E. (1987, January). Professional socialization in nursing. Paper presented at the Annual Research in Nursing Education Conference, San Francisco, CA. (ERIC Document No. ED282008)

    A succinct analysis of 42 studies published between 1955 & 1985, the focus is on socialization of the nursing student. It addresses the questions of (a) change as a result of the process; (b) effect of type of educational preparation; & (c) influence of the faculty. A proposed model is included.

16. Eli, I., & Shuval, J. T. (1982). Professional socialization in dentistry: A longitudinal analysis of attitude changes among dental students towards the dental profession. Social Science and Medicine, 16(9): 951-955.

    In a longitudinal study it was observed that during the course of professional socialization several major transformations occur in the dental student's image of the "competent" dentist & in his self-image as a professional. Questionnaires were administered to dental students & medical students who entered Hebrew U. (Jerusalem, Israel) in 1969. The data showed that although dental students initially emphasized people-oriented traits as important to the competent dentist this emphasis gradually decreased as their professional socialization advanced, concomitant with an increase in importance placed on status-oriented traits. The people-oriented elements likewise decreased in importance with regard to the students' self-image as professionals.

17. Furnham, A. (1986). Attitudes to the medical specialties: Comparing pre-clinical students' perceptions of nine specialties. Social Science and Medicine, 23(6): 587-594.

    Attitudes toward nine medical specialties are compared via questionnaire data for preclinical & clinical medical students from the University of London, England. Factor analysis & analysis of variance showed that clinical students held more moderate views than preclinical students about certain specialties. Both predispositional & socialization factors are suggested to account for the difference in students' attitudes & beliefs over time.

18. Goodman, J. (1985). Field-based experience: A study of social control and student teachers' response to institutional constraints. Journal of Education for Teaching, 11(1): 26-49.

    The article reports an ethnographic study of student teaching experiences. Findings of behavior, ideas, attitudes & responses to placement are discussed in relationship to professional socialization of teachers.

19. Grant, L., Genero, N., Nurius, P., Moore, W. E., & Brown, D. R. (1986). Gender and time variations in medical students' value development. Sex Roles, 15(1-2): 95-108.

Gender differences & time variations in the value orientations of medical students were investigated, using a sample of students in a midwestern university. Self-administered questionnaires were used to collect data on personal values, professional orientation, career issues, & life priorities at three times during medical school. Results were used to test the Becker & Greer (1958) hypothesized cycle of value development. Findings indicated that females displayed more humanitarian orientation than males both when entering & when leaving school. Interest in material rewards increased over time for both genders, but not at the expense of humanitarian concerns.

20. Johnson, T. M. (1986). Medical education and practice on the periphery: Consultation psychiatry and the psychosocial tradition in American medicine. Social Science and Medicine, 22(9): 963-971.

Two proposed cultural facets of U.S. medicine are discussed in light of medical student socialization in the specialty of consultation psychiatry. Students in consultation psychiatry are inculcated with attitudes & values divergent from those of the biomedical tradition, but they are taught to mimic biomedical approaches to promote their acceptance by biomedical specialists. Some inconsistencies within the psychosocial tradition itself are discussed.

21. Kleinman, S. (1984). Women in Seminary: Dilemmas of professional socialization. Sociology of Education, 57(4): 210-219.

This is an examination of the effects on female ministry students of a humanistic theology program with an ideology & professional role intended to be inclusive of women. The study uses participant observation & interviews of students, faculty, & administrators. Although the female students valued the ideology, they found it of little use legitimating themselves to clients, demonstrating their professional commitment to church hiring committees, combatting sexism, or working out their plans to have family & career.

22. Lavin, B., Haug, M., Belgrave, L. L., & Breslau, N. (1987). Change in student physicians' views on authority relationships with patients. Journal of Health and Social Behavior, 28(3): 258-272.

Questionnaire & interview data collected 1978-1983 from the class of 1982 in two midwestern U.S. medical schools were used to examine student attitudes toward relationships with patients. The study discussed shifts in attitudes over the five year span & the identified variables related to the shift.

23. Lurie, E. E. (1981). Nurse practitioners: Issues in professional socialization. Journal of Health and Social Behavior, 22(1): 31-48.

Relationship of socialization to role content, change in role attitudes & behaviors over time, & working relationships are examined for graduates of a nurse practitioner training program. Data were gathered using self-report, interview, & observation

during training, six months after graduation, & one year later. Situations were identified where the practice of certain skills in the work place agreed & where it conflicted with training. Professional socialization is seen as a two-step process in which skills & values acquired in training are adjusted to the work setting.

24. Manasse, H. R., Jr., Kabat, H. F., & Wertheimer, A. I. (1976). Professional socialization in Pharmacy I: A cross-sectional analysis of personality characteristics of agents and objects of socialization. Drugs in Health Care, 3(1): 3-18.
In a study of socialization of pharmacy students, central focus is placed on personality & how, or if personality is affected through the socialization process. Data were gathered through mailed surveys, personal contact, & group testing procedures including a sixteen Personality Factor questionnaire. Results indicate that personality appears to be a nonmutable behavior variable, & that the pharmacy occupation attracts a selective personality type.

25. Marshall, C. (1985). From culturally defined to self-defined: Career stages of women administrators. The Journal of Educational Thought, 19(2): 132-147.
A literature review that asks what the salient organizational socialization processes are that enable people to move up in administration & how these processes affect females. An ethnographic interview study of 25 females in educational administration careers is described. Research reveals three stages crucial to mobility into the highest administrative positions: cultural definition, transition, & self-definition.

26. McCain, N. L. (1985). A test of Cohen's developmental model for professional socialization with baccalaureate nursing students. Journal of Nursing Education, 24(5): 180-186.
The study was designed to test the Cohen (1981) model of professional socialization, which proposes that nursing students progress through four developmental stages: unilateral dependence, negative/independence, dependence/mutuality, & interdependence. The Professional Socialization Staging Scale (PS3), consisting of four subscale scores representative of the stages, was used. Although the study failed to support the Cohen model, it did identify relationships between forms of dependence & other variables such as age & work experience.

27. Mizrahi, T. (1985). Getting rid of patients: Contradictions in the socialization of internists to the doctor-patient relationship. Sociology of Health and Illness, 7(2): 214-235.
An examination of how the professional socialization of internists affects the MD-patient relationship. Longitudinal & cross-sectional data from three medical institutions affiliated with a large U.S. medical school was gathered using observation, questionnaires & interviews. Personnel identified for the study were interns, residents & house staff. Behavior of house staff was characterized; factors shaping & reinforcing this behavior

were identified; & the socializing influences which limited humanistic MD-patient relationships were discussed.

28. Near, J. P., & Sorcinelli, M. D. (1986). Work and life away from work: Predictors of faculty satisfaction. Research in Higher Education, 25(4): 377-394.
The article included a large number of independent variables examined as predictors of satisfaction. Many of the independent variables were values/behaviors that might be acquired in socialization.

29. Nias, J. (1986). Teacher socialisation: The individual in the system. Victoria, Australia: Deakin University Press. (ERIC Document No. ED288832)
A duplication of a monograph published by Deakin University. It contains an analysis of the central characteristics of self-image held by a group of graduates during their experience as primary school teachers in England, & the ways that they sought to preserve their sense of identity during their first decade of work. Data were gathered from personal accounts of 99 teachers through in-depth interviews & observations. It also contains pertinent readings from a selection of other authors.

30. Pascarella, E. T., Brier, E. M., Smart, J. C., & Herzog, L. (1987). Becoming a physician: The influence of the undergraduate experience. Research in Higher Education, 26(2): 180-201.
Survey data collected in 1971 (& again in 1980) from a national sample of college students who initially aspired to be, &/or later became, MDs. Factors examined are the influence of pre-college characteristics, college origins, & the academic & social experience of college on the likelihood of becoming a MD. Estimates of a fourteen-variable causal model indicated that the major direct effects on attainment were attributable to college characteristics & the academic experience of college.

31. Pooley, J. C. (1975). The professional socialization of physical education students in the United States and England. International Review of Sport Sociology, 10(3-4): 97-107.
A cross-sectional study of professional socialization looks at the time of anticipatory socialization when the individual takes on the beliefs, values, & norms of the group to which he seeks membership. Data were gathered from freshman physical education majors from the US & from England using a structured interview for attitudes & a questionnaire for demographic & psychological attributes. Results indicated that nationality, sex, & nation-sex interaction differences exist for the following variables: (a) extent of primary role enactment, (b) extent of secondary role enactment, (c) recruits' present status & attitudes, (d) antecedent variables, & (e) socialization setting.

32. Reid, A. E. (1979). The development of work-related attitudes and behavior of professional recruits: A test of the functionalist argument. Journal of Health and Social Behavior, 20(4): 338-351.

Functionalists have proposed three mechanisms for professional schools playing a role in responding to changing social needs: (1) professional school faculty, insulated from the profit system, develop enlightened orientations toward professional issues; (2) as role models, they transmit these attitudes to students during professional socialization; & (3) professional graduates are influenced by these attitudes in their subsequent performance. These assumptions are tested with data from a longitudinal questionnaire study of Canadian dental students. Only the first assumption received support.

33. Rohr, E. G., Rohr, K. G., & McKenry, P. C. (1985). Role conflicts in marriages of law and medical school students. Journal of Legal Education, 35(1): 56-64.
This is an exploratory study on the effect of legal & medical training on marital relationships. Role behaviors learned from professional socialization & transferred to the spouse role are not conducive to a satisfying marriage.

34. Sabari, J. S. (1985). Professional socialization: Implications for occupational therapy education. American Journal of Occupational Therapy, 39(2): 96-102.
An analysis of the implications of adult socialization theory on occupational therapy education.

35. Shuval, J. T., & Adler, I. (1980). The role models in professional socialization. Social Science and Medicine, 14A(1): 5-14.
Data on the norms & values of medical students & of their teachers are used to examine how students relate to teachers as professional models. Three basic patterns of modeling appear: active identification, active rejection, & inactive orientation. The pattern depends not only on qualities of the models themselves or on the structure of the situation, but on the nature of the different norms & values. At the end of formal socialization, students & teaching models differ on a substantial number of norms & values observed. Classic modeling, in which students come to identify with models over time, occurs with both extremes of idealism & extrinsic rewards.

36. Sobal, J. (1980, November). Continuing medical education: A sociological analysis. Paper presented at the annual meeting of the Pennsylvania Sociological Society, Pennsylvania State University.
Continuing Medical Education (CME) is analyzed as a method of socialization of health care professionals. Most CME occurs in the form of conferences or symposia, which in addition to transmitting recent medical knowledge also serves to exert social control over its members & maintain integration of scattered populations. The social organization of conferences includes several constituencies: participants, speakers, sponsors, support staff, & vendors, each of whom plays a different role in the event. The political component involves the transmission of professional ways of handling management, promotion of

professional interest, & techniques for dealing with individuals or groups which may be in conflict with health professionals.

37. Stark, J. S., Lowther, M. A., & Hagerty, B. M. K. (1986). Responsive professional education: Balancing outcomes and opportunities. ASHE-ERIC Higher Education Report No. 3. Washington, D.C.: Association for the Study of Higher Education. (ERIC Document No. ED273229)
This article summarizes outcome-related issues & trends common to professional education in diverse fields, & ends by providing some recommendations for the future. Based on a 1985 survey of national population of faculty, a review of professional literature & a survey of professionals, six competencies & five attitudes are used to define professional preparation & discuss professional competence, a major emphasis of the paper.

38. Stelling, J., & Bucher, R. (1973). Vocabularies of realism in professional socialization. Social Science & Medicine, 7(9): 661-675.
This study explores the tenet that the concepts of mistake & failure are lay concepts, & in the process of professional socialization, they fade away or become redefined. The longitudinal study uses trainees entering two different psychiatry training programs & a residency in internal medicine. Emerging were two major themes of "doing-one's-best" vocabulary & the "recognition-of-limitations" vocabulary & a third minor theme, labeled the "gray areas," or indeterminacy vocabulary. All three themes emphasized the process & procedure rather than the outcome of treatment.

39. Stern, R. N., & Murphy, K. R. (1980). Professional socialization and attitudes toward collective bargaining: An exploration among law students. Sociology of Work and Occupations, 7(4): 431-451.
The emergence of hostility to collective bargaining in the course of professional training is examined with mailed questionnaire data from students evenly distributed among three class years at a law school. Information was gathered on background, motivation to enter law, career plans, stage of legal training, & attitudes to bargaining. Hostility to collective bargaining increases with training. Background factors, motivation, & career plans are initially important as predictors of hostility, but become insignificant by the third year. The ability to distinguish between the activity of unions & that of professional associations becomes more important as background effects attenuate.

40. Symons, G. L. (1978). Homophily, sponsorship, and professional socialization: Doctoral students. La Revue Canadienne de Sociologie et d'Anthropologie/ The Canadian Review of Sociology and Anthropology, 15(3): 385-393.
In this study of graduate school socialization the concept of sex-status homophily is introduced. Analysis shows cross-sex sponsorship to be more conducive to commitment to doctoral studies than same-sex sponsorship. However, sex of sponsor has

no effect on intellectual commitment.

41. Terenzini, P. T., & Wright, T. M. (1987). Influences on students' academic growth during four years of college. Research in Higher Education, 26(2): 161-179.
The study examined faculty contact, social & academic integration of the students. Academic growth was measured by (a) gaining factual knowledge; (b) evaluating ideas, materials & methods; (c) applying abstractions or principles in problem solving; (d) learning principles, generalizations & theories; (e) recognizing general principles in specific events/conditions; (f) understanding a particular discipline's various schools of thought; & (g) developing a sense of the interrelatedness of different disciplines. Findings of relative importance of academic integration in freshman year to social integration in senior year may reflect socialization of student into major academic field.

41. Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. Journal of Higher Education, 59(4): 438-455.
A theory of stages a student passes through while in college. The work is based on Van Gennep (1960). Posits four stages: separation, transition, incorporation and student departure.

42. Van Gennep, A. (1960). The rites of passage. (M. Vizedon & G. Caffee, Trans.). Chicago: The University of Chicago Press.
The English translation of this book originally published in French in 1908 makes available a seminal work for the social sciences. Van Gennep analyzed ethnographic information about people from all portions of the globe & identified general laws of social process. His focus was both on the dynamics of the process as well as the structure.

43. Weinberger, M., Cohen, S. J., Mazzucca, S. A., & McDonald, C. J. (1982, May). The socialization of physicians: Learning to evaluate common sources of medical information. Paper presented at the annual meeting of the North Central Sociological Association, Cadillac Hotel, Detroit, Michigan.
Internal medicine interns & senior residents were surveyed regarding the degree to which six common information sources influenced a variety of their therapeutic, preventive, & diagnostic decisions. Analysis of variance indicated that: (1) senior residents reported greater dependence on specialist sources & less reliance on generalist sources than did interns; (2) past experience was viewed as influential for therapeutic but not for preventive decisions; & (3) reading was generally rated as the most important information source independent of the type of medical procedure or MD's level of training.

45. Western, J. S. (1963). Social work and professional socialization. Australian Journal of Social Issues, 1(4): 53-65.
This is a review of the literature focusing on how students come to acquire the values attitudes, skills, & knowledge that

comprise the professional culture.

46. Windsor, A. (1987). Nursing students' perceptions of clinical experience. Journal of Nursing Education, 26(4): 150-154.
A small study designed to find out how nursing students perceive their clinical experience. The study indicated the three major categories of learning were nursing skills, time management, & professional socialization. The data also reflected a three stage pattern of student development.

47. Wolensky, R. P. (1981). The graduate student's double bind: A professional socialization problem in sociology. Sociological Spectrum, 1(4): 393-414.
Using a graduate sociology program, the author identifies a double bind that can hinder development of a confident professional self. The double bind consists of two contradictory communications: the communication of shapeless complexity, pointing to an infinitely complex & shapeless knowledge; & the communication of closure, pointing to finality & comprehensiveness. The variability of the double bind & its communicators is examined through the formulation of thirteen working hypotheses. Some solutions to the double bind are suggested, directed to students, faculty, & institutional structures.

48. Wright, C. A., & Wright, S. D. (1987). The role of mentors in the career development of young professionals. Family Relations, 36(2): 204-208.
This is a review article of the mentor-protege relationship. It includes the topics of benefits & costs, issues related to women & minorities, & the role of mentoring in the academic community. A discussion of the implications emphasizes the need for peer-mentoring relationships for young professionals in addition to professor-graduate student relationships.

49. Wyatt, J. F. (1978). Sociological perspectives on socialization into a profession: A study of student nurses and their definition of learning. British Journal of Educational Studies, 26(3):263-276.
Explored are some ways student nurses in an English hospital are socialized into nursing, particularly emphasizing the effect on perspectives of the service function. Data was collected by interview & questionnaire. Comparisons were made between perspectives of student nurses & of the official teachers. Students allocated specialized roles to teachers whereas teachers assumed they had wider roles. Peer group learning was regarded highly but was seen as unplanned & adaptive. Formal learning was judged to be narrower & instrumental. The students' definition of nursing as a profession was seen to develop through assessment procedures, through the emphasis on the service function & through the ward sister's control of learning on the ward.